

Inclusion is at the
heart of our trust



Behaviour & Relationships Procedural Instructions

Alternative Provision Phase



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Contents

1.	Related Policy	4
2.	Summary	4
3.	Praise and Reward	5
4.	Behaviour Management	5
5.	Conduct Outside of School	6
6.	The Trust's Special School Intervention System	6
7.	Solution Meeting and Significant Incident Process	10
8.	Internal Intervention	10
9.	Pathway move and Partial Timetables	10
10.	Emergency EHCPs and Off Site Direction	10
11.	Suspensions	11
12.	Permanent Exclusions	12
13.	Suspensions and Exclusion review panels	13
14.	Independent Review Panel	14
15.	Return from Suspension - Reintegration	14
16.	Use of Reasonable Force and Seclusion	14
17.	Use of Screening, Searching and Confiscation	15
18.	Anti-Bullying	16
19.	CCTV	16
20.	Use of Electronic Devices	16
21.	Malicious Allegations	16
22.	Police Involvement	17
23.	Procedural Instruction Review	17



1. Related Policy

This Procedural Instruction facilitates the compliant implementation of the Trust's Behaviour & Relationships Policy (Alternative Provision Phase)

2. Summary

2.1 Promoting positive behaviour, clear expectations and strong relationships is the responsibility of the school community as a whole. Specific roles are key behavioural ambassadors with specific responsibilities. These include:

- The **Trust Board** are ultimately accountable for the performance of all Oak schools and must have high level oversight of what behaviour is like in our schools. They hold **executive leaders** directly accountable for the implementation of this policy and to ensure behaviour in all schools is managed effectively.
- The **Headteacher** – in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of students and staff and for repeated or very serious acts of unwanted behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude students. The headteacher is responsible for ensuring all staff are suitably trained within trauma informed practices, the impact of ACES and mental health support strategies as well as ensuring that all staff have adequate de-escalation and positive handling training.
- The **Local Governance Committees** - are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.
- **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the students; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students to ensure the culture of the school promotes positive behaviour. They are responsible for maintaining the Trusts high expectations for behaviour by ensuring that each and every student gets the personal attention they need. This involves, liaising with parents, operating the behaviour management system including on call, interventions and being a key member of staff to ensure restorative meetings take place to support students to repair relationships.
- The **Senior Leader responsible for Pastoral Support** – is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equity and equality for all students. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.

- The Assistant Headteacher/**SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how students with special educational needs, disabilities or mental health may behave and provide provisions, adjustments and interventions to manage this.
 - **The Pastoral Support Team and Form Tutors**– are responsible for creating a culture where each student feels safe and a sense of responsibility for helping and supporting others within their school community.
 - The **Staff**– are responsible for creating a classroom culture in which all students feel they belong and feel safe; an environment where positive relationships are established that allows all students to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.
- 2.2 This Procedural Instruction will describe the processes applicable to all staff, parents/carers, pupils/students and local governors in relation to behaviour and relationships.

3. Praise and Reward

- 3.1 The Trust recognises that each of our schools will run its own approach to rewarding students that suits their context. The praise rewards procedures should follow the guiding principles set out below.
- 3.2 Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all students. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every student is special, and we regularly identify, reward and celebrate their many successes.
- 3.3 These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. The Trust encourages use of a wide range of rewards ranging from simply saying well done or phone calls home, to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its students.

4. Behaviour Management

- 4.1 At Oak Learning Partnership all staff should use a variety of strategies for managing the behaviour of students. Staff should refer to 'C' of CLEAR (climate for learning) and use the appropriate recommended strategies to de-escalate unwanted behaviour, to re-engage and to avoid disruption to students own learning and that of others.
- 4.2 The 'C' of CLEAR (climate for learning) techniques and rubrics will be used to prevent students' escalation through the intervention system. The Intervention system cannot be used in isolation and runs alongside high quality first teaching.
- 4.3 The Trust encourages teachers to always reflect on the following key questions:
- Have I used preventative strategies from the CLEAR rubrics? Have I been consistent with the intervention system?

- Have I planned for success to ensure I am meeting the academic needs of all students?
- Have I planned a learning intention-driven lesson and shared my learning intentions/big questions and outcomes with students?
- Am I using whole class and precise praise to reward students who are meeting my learning expectations?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted students at the door with a smile, making my high expectations clear at the beginning of the lesson through praising behaviours that are positive?
- Is my seating plan right?
- Have my instructions been clear?
- Have I made compliance visible?
- Are my systems and routines effective?
- Have I employed the correct provision, reasonable adjustments, or interventions?

5. Conduct Outside of School

- 5.1 Students are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the individual school or wider Trust. If a student is in uniform and on their way to or from school, or engaged in other activities off school premises, interventions can be issued, and unwanted behaviour should be challenged.
- 5.2 Where unwanted behaviour occurs when a student is travelling to and from the school, the Trust reserves the right to issue an intervention, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.
- 5.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.
- 5.4 If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the senior leader responsible for behaviour/ pastoral support must be informed.
- 5.5 If they consider that the unwanted behaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection Policy will be followed.
- 5.6 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour interventions that are applied to incidents of unwanted behaviour that occur on the school site.

6. The Trust's Intervention/Reward System

- 6.1 The Trust understands that an over compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and within their wider community. The intervention system is designed to give students choices to reflect on their behaviour choices and ensure they receive the support to repair the situation or relationships. Its principal role is to support learning

by students being able to learn in a calm, orderly, safe environment where all students can thrive and make outstanding progress.

- 6.2 Interventions will revolve around the Four R's Regulate, Relate, Reflect, and Repair with clear language to underpin our restorative and repair approach to all students – **see appendix 5.**
- 6.3 All staff will use strategies that support students to adopt acceptable behaviours that supports learning and builds strong relationships. The following system of interventions will be used:

Prevention/ Intervention level	Description of prevention/intervention	Action to be taken
P1 Prevention strategies to promote Respect, Responsibility and Pride	Staff operating procedures: Every lesson, every day! <ul style="list-style-type: none"> • Meet and greet with a smile! • Open, warm facial/body language • Adult led language underpinning the school rules: <ul style="list-style-type: none"> ○ Be respectful to others ○ Be respectful to staff ○ Be responsible for making positive choices ○ Be responsible for following staff instructions ○ Be proud of your learning • Quality 1st teaching session pre-planned • Planned seating arrangements • Organised and tidy environment • Organised entrance • Prompt start to learning • Lesson structure followed – see appendix 1 • Climate for Learning rubric followed – see appendix 2 • Pathway Rubric followed – see appendix 3 • Readiness to learn/Engagement hook ready P1 Interventions: <ul style="list-style-type: none"> • Remind students about their points and what they are working towards using RRP/school rules. • Redirect to Zones of Regulation • Verbal reminders of positive behaviours and what motivator we are working towards • Clear instructions • Seating move within class • Tactical ignoring of low-level behaviours followed with quick positive praise and reward for wanted behaviours • Redirect behaviours – jobs, regulation tasks • Positive reassurance – 'it is ok'. • Positive verbal supports and body language to support co-regulation. • TA redeployment 	Class Staff choose appropriate intervention after careful observations/ understanding of student's needs to support regulation.

	<ul style="list-style-type: none"> • Use of symbols/pictures to remove language where appropriate • Following student help scripts, visual timelines/timetables • Following agreed regulation engagement strategies – Appendix 5 Regulate, Relate, Reflect and Repair processes. 	
<p>I2 Repeated behaviours not in line with Respect, Responsibility and Pride.</p>	<ul style="list-style-type: none"> • Review of P1 intervention strategies – can others be used? • Redirect on to Zones of Regulation – student to work on their zone’s interventions. • Redirect from classroom to complete regulation activities • Access breakout spaces • Access calm room spaces • Change of face • Redirect to mindfulness activities with an Emotionally Available Adult such as: <ul style="list-style-type: none"> ○ Walk ○ Time outside ○ Wellbeing box ○ Time in calm room ○ Weighted blanket ○ Talk with familiar adult ○ Games and/or exercise ○ Crunchy snacks and/or drinks with straws ○ Listening to appropriate calming music ○ Use of scents/smells ○ Use of light/dark ○ Use of mindfulness drawing/labouring <p>Staff led PACE Language:</p> <ul style="list-style-type: none"> • Playfulness: Use a playful tone and engage in activities that create a sense of safety and connection. For instance, you might play a game, tell a light-hearted joke, or use humour to ease tension. • Acceptance: Show unconditional acceptance and nonjudgmental understanding. Acknowledge the child’s feelings and experiences without criticism. For example, you could say, “I see that you’re feeling upset. It’s okay to feel that way.” • Curiosity: Be genuinely curious about the child’s thoughts and emotions. Ask open-ended questions to explore their 	<ul style="list-style-type: none"> • Staff member entry on Arbor—one click. 2 intervention points. See appendix 4 – Recording Intervention Points <p>Not completed in front of student.</p>

	<p>perspective. For instance, "What's going through your mind right now?" or "Can you tell me more about how you're feeling?"</p> <ul style="list-style-type: none"> • Empathy: Put yourself in the child's shoes and validate their emotions. Show empathy by saying, "I understand that this situation is tough for you," or "I'm here for you." 	
<p>I3 Persistent behaviours not in line with Respect, Responsibility and Pride.</p> <p>Sense check: Poor/abusive language Refusal to work Follow staff instructions persistently Persistently kicking doors/vandalism Inappropriate touching/invading personal space Encouraging others to not comply.</p>	<ul style="list-style-type: none"> • Review of P1/I2 intervention strategies – can others be used? • Change of face – within the department or On Call, where appropriate. <p>Language used to explain the following 'non- emotive' – 'matter of fact' – student has the choice of how this resolves:</p> <ul style="list-style-type: none"> • Reminder to student what they are working towards for daily or end of week reward – in danger of not earning points to secure those rewards. • Reminder that contact home will be made – a) to explain what choices student has made – remind students they are in control of the messages being re-laid to home. Can they make the correct choice and get back on track? • Reminder they will need to put this right by either: <ul style="list-style-type: none"> ◦ Apology letter ◦ Apology meeting ◦ Community service – 1 to 5 sessions • Withdrawal of privileges until mutual trust is repaired (timeframe and agreed consequence discussed clearly within restorative meeting): <ul style="list-style-type: none"> ◦ access to break/lunch times with peers – 1 – 2 sessions ◦ access to class lessons with peers – 1 to 2 days ◦ access to key motivator for a temporary period 1- 2 days ◦ access to key areas within building if appropriate 1 – 2 days ◦ access to any home privileges in liaison with parents/carers. • If the chosen behaviour continues for an unacceptable time this will mean: <ul style="list-style-type: none"> ◦ Restorative meeting with Headteacher/SLT member and parent/carers 	<p>Staff member entry on Arbor– 3 intervention points.</p> <p>Not completed in front of student.</p> <p>Contact home to understand context of behaviour presentation. Refer to form tutor to highlight de-regulation.</p> <p>Reintegrate back into class after co-regulation from an Emotionally Available Adult and student is maintaining self-regulation consistently.</p> <p>Reintegrate class work into a student's day after co-regulation and student is maintaining self-regulation consistently. Class work to be completed outside of class with an Emotionally Available Adult if appropriate.</p> <p>If a student has to stay behind to repay learning time OR community service, SLT/Pastoral Managers will make the decision whether transport needs to be cancelled, and parents/carers need to collect from school.</p>

	<ul style="list-style-type: none"> ○ Kept behind to repay learning time wasted ○ Or escalate to I4 actions. • Choice given to student – reminding them they have the 'power' to alter how this resolves throughout this stage. <i>'Adults will have to decide on the consequence if they can't make the correct choice/get back on track'. 'Adults are in charge'.</i> • Contact home must be made at the end of this stage to discuss the situation with the parent/carer to explain this may progress to a suspension if they do not make the correct choice. 	
<p>I4 Significant and extreme behaviours not in line with Respect, Responsibility and Pride.</p> <p>OR</p> <p>Significant Incident Persistent significant and extreme behaviours compromising health and safety.</p> <p>Sense check: Violence/harm to others Deliberate and extensive damage Risk taking behaviours Significant bullying/harassment Refusing to move causing significant disruption to school life Locking themselves in rooms/barricading themselves in to spaces</p>	<ul style="list-style-type: none"> • Staff Help to On Call/SLT presence required. • Contact home must be made to inform parent/carer of behaviour/outcome of adults' decisions. Decision to be made by SLT if student needs collecting immediately if appropriate. <p>Interventions following a I4/Significant Incident:</p> <ul style="list-style-type: none"> • Headteacher reserves the right to suspend 1-5 days • Remaining in school to correct, restore, or make up learning time can still be an option at this point if appropriate. • Withdrawal of privileges until mutual trust is repaired (timeframe and agreed consequence discussed clearly within restorative meeting): <ul style="list-style-type: none"> ○ access to break/lunch times with peers – 3 – 5 sessions ○ access to class lessons with peers – 3 to 5 days ○ access to key motivator for a temporary period 3- 5 days ○ access to key areas within building if appropriate 3 – 5 days ○ access to any home privileges in liaison with parents/carers. • Referrals made to external multi-agencies or further internal interventions e.g. school counsellor, drawing and talking interventions etc...see appendix 6 Intervention Matrix. 	<p>Staff member entry on Arbor– 4 intervention points.</p> <p>Not completed in front of student.</p> <p>Contact home to understand context of behaviour presentation. Refer to form tutor to highlight de-regulation.</p> <p>If a student has to stay behind to repay learning time OR community service, SLT/Pastoral Managers will make the decision whether transport needs to be cancelled, and parents/carers need to collect from school.</p>

Using items as sharps to cause damage Significant persistent disruption of others Stealing keys and fobs	<p>Headteacher to review outcomes of the significant incident/ solution meeting.</p> <p>Headteacher reserves the right to:</p> <ol style="list-style-type: none"> 1. Review strategies and consider other strategies not deployed 2. Reduce timetable demands – planned for a set period/Pathway change. 3. Adjusted timetable- to avoid over stimulation at key times e.g. start/end of the day 4. Part time timetable – planned for a set period. 5. Call an emergency EHCP meeting to present data that the school is not the correct provision for young person 6. Direct off site to AP provider <p>Headteachers or their delegated staff member to discuss 5 and 6 with the Executive Director of Education for SEND before acting. Refer to Appendix 10</p>	<p>Significant Incident debrief – see appendix 7 and/or Solution Meeting organised see appendix 8 to review Engagement Plan – see appendix 9:</p> <ul style="list-style-type: none"> • Examine P1 – I4 Interventions used • Examine stressors/triggers • Examine calmers/ engagement hooks • Examine relationships within the class • Analyse Engagement plan – do changes need to be made? • Examine motivators – are they still appropriate • Examine timetable – are there patterns? • Examine pathway provision – is it still correct? • Examine SEND interventions – are they still correct?
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- 6.4 All staff will use rewards that support students to repeat acceptable behaviours that supports learning and builds strong relationships. **See Appendix 11 for Behaviour Resources.** The following rewards system will run alongside the intervention procedure:

Reward	Description of Rewards	Action to be taken
Achievement Point 1 – all staff to award.	<p>Staff operating procedures:</p> <p>Every lesson, every day!</p> <p>Adult led language underpinning the school rules:</p> <ul style="list-style-type: none"> • Be respectful to others • Be respectful to staff • Be responsible for making positive choices • Be responsible for following staff instructions • Be proud of your learning • Be proud of your environment <p>Staff to reward students with Achievement Point 1 if they are showing good progress towards the school rules - Respect, Responsibility or Pride – as well as exemplifying the school values by:</p> <ul style="list-style-type: none"> • Being respectful to others • Following instructions • Showing resilience, for example, trying to answer a challenging question • Good manners • Being engaged in a learning activity • Making the correct choice • Taking responsibility for their actions • Being a good friend 	<p>Staff to verbally tell the pupil they have achieved an AP1 and what for.</p> <p>Staff to log on Arbor.</p> <p>Optional – stamps and stickers awarded to pupil.</p>
Achievement Point 2 – all	<p>Staff to reward students with Achievement Point 2 if pupils continued to show sustained/excellent progress towards the school rules - Respect,</p>	<p>Staff to verbally tell the pupil they have achieved an AP2 and what for.</p>

staff to award.	Responsibility or Pride – as well as exemplifying the school values by: <ul style="list-style-type: none"> Acting with integrity, for example, considerate attitude towards others Mastering a new skill Positive attitude in a difficult situation Achieving a short-term target Taking responsibility for their area or completing a job Consistently following the school rules Overcoming a challenge Positive attitude and effort in lessons 	Staff to log on Arbor. Optional – stamps and stickers awarded to pupil.
Achievement Point 3– all staff to award.	Staff to reward students with Achievement Point 3 if pupils continued to show good progress towards Respect, Responsibility and Pride - over a period of time/lesson or within a particular piece of work/project/act of character in line with school rules or school values by: <ul style="list-style-type: none"> Be independent – complete a task independently, ask for help in a tricky situation, select, and use resources appropriately Be a good communicator – work towards communication target, communicating with peers, following instructions, using communication devices where appropriate, sharing feelings Be prepared for adulthood – engage in activities that are aspirational, take part in school council, show an interest in future plans Know themselves – recognise their own strengths, feelings, and emotions, use strategies that promote good wellbeing, self-regulate their behaviour Possess functional skills – Engage in learning, practice practical skills, participate in enrichment activities or independent travel, be punctual, achieve short term targets Be curious – engage in problem solving opportunities, show an interest in learning and ask questions, complete homework 	MLT/SLT to verbally tell the pupil they have achieved an AP3 and what for. Staff to log on Arbor. Staff to send Recognition Postcard home. Optional – stamps and stickers awarded to pupil.
Achievement Point 4– Senior Leadership to award.	The senior leadership team to reward students with Achievement Point 4 if pupils show sustained/excellent progress over a period of time or within an exceptional piece of work/project/act of great character in line with school rules or school values by: <ul style="list-style-type: none"> Be independent – complete a task independently, ask for help in a tricky situation, select, and use resources appropriately Be a good communicator – achieve communication target, communicate with peers, follow instructions independently, using communication devices where appropriate, share feelings Be prepared for adulthood – actively engage in activities that are aspirational, take part in school council, show an interest in plans for their future Know themselves – recognise their own strengths, feelings, and emotions, use and initiate strategies that promote good wellbeing, self-regulate their behaviour Possess functional skills - Engage in learning, practice practical skills, participate in enrichment activities or independent travel, be punctual, achieve short term targets Be curious – engage in problem solving opportunities, show an interest in learning and ask questions, complete homework 	SLT to verbally tell the pupil they have achieved an AP4 and what for. Staff to log on Arbor. Staff to send Recognition Postcard/Headteacher Postcard home. Optional – stamps and stickers awarded to pupil as well as celebrate in assembly, share on the website or within newsletters.

	This may also be awarded for representing the school in community/public events, talking to visitors, showing leadership qualities – all which would be worthy of sharing with the school community through assemblies, websites and/or newsletters.	
Reach for the Stars – Celebration Assembly	<p>All pupils will collect Achievement Points and be rewarded with an aligning star badge at key milestones; Pupils will have the opportunity to collect 7 stars.</p> <p>The school will hold a half termly ‘Celebration Assembly’ where the following awards will be presented based on pupils achieving</p> <p>The relevant milestones (schools to add their totals where appropriate):</p> <ul style="list-style-type: none"> • Bronze Star Award • Silver Star Award • Gold Star Award • Diamond Star Award • Ruby Star Award • Emerald Star Award • Platinum Star Award 	Optional – schools to design their ‘Celebration Assembly’ to fit their local context and could include further recognition of pupils’ achievements through different rewards, awards and celebrations of school life.

- 6.5 Pastoral staff will track the number of Achievement Points held by all pupils in preparation for the Celebration Assembly. However, specific strategies to be deployed to ensure pupils with fewer Achievement Points, but who still show positive behaviour, are represented and/or engaged in additional activities to increase Achievement Points – under a specific ‘engagement strategy’.

7. Solution Meetings and Significant Incident Debriefs:

- 7.1 Form tutors and staff with pastoral responsibility will track student’s Intervention Points alongside the Intervention Matrix – **see appendix 6.**
- 7.2 When a student has 20 or more intervention points, or their behaviour has become more persistently challenging, a solution meeting needs to be called. Solution meetings are attended by all school based familiar adults to the young person.
- 7.3 An Engagement Plan is written – **see appendix 9.** A decision of class intervention or pastoral team interventions will be decided.
- 7.4 Engagement plans will be reviewed as required and if further support is required this will be reflected within the Engagement Plan.
- 7.5 All Engagement Plans are shared with parents/carers.
- 7.6 Where a Significant Incident has occurred, a Significant Incident Debrief is called and a report is written – **see appendix 7.** All staff involved in the Significant Incident attends the debrief.

7.7 All Significant Incident Debrief Reports are shared with parents/carers.

8. Internal Intervention:

- 8.1 No child will be left on their own after an I4 or Significant Incident. Internal Intervention refers to the withdrawing of the privilege to be in and around peers, and a restricted access to some of the school community.
- 8.2 An Internal Intervention may be used for the following reasons:
- For a period of reflection when a student is involved in an I4 or Significant Incident.
 - There is an investigation into a Significant Incident and whilst awaiting senior leadership intervention and or a decision on a next step.
 - There is an investigation into a Bullying incident and whilst awaiting senior leadership intervention and or decision on a next step.
- 8.3 An Internal Intervention involves a student being supported by an Emotionally Available Adult either in a different classroom to their usual classroom, or within an intervention space, or within an office space.
- 8.4 Whilst in Internal Intervention, students must meet the school's expectations. Students who do not meet these expectations may receive a suspension under the guidance of the Headteacher.

9. Pathway Move or Partial Timetables

- 9.1 Through analysis of I4 and Significant Incident data, the school may draw the conclusion that a different pathway will be more suitable to the students' needs either emotionally or the demands within the curriculum.
- 9.2 Where the pathway is deemed correct, an adjusted timetable and/or partial timetable may be deemed an appropriate intervention for a planned period. Clear reviews will be undertaken against clear impact measures – with a view that our other interventions will enable the student to return to a full-time provision.

10. Emergency EHCP meetings & Off-Site Direction

- 10.1 An Emergency EHCP will be considered for a student where it is felt the provision can no longer meet the student's needs.
- 10.2 An Emergency EHCP meeting will be called, with a wide range of multi-agencies included where appropriate to examine the interventions that have been undertaken so far and assess whether the provision is suitable. Parents and Carers must attend an Emergency EHCP. For a child on a CP plan or CIN, social workers must be invited. For a child that is CLA, the Virtual School Headteacher must be invited, along with social workers.
- 10.3 Off-site direction may occur in extreme circumstances, where an Emergency EHCP has not brought about the correct provision for the student. This will always be deemed a temporary solution and tracked robustly to ensure the provision in place is complimentary to ensuring full time education in the near future.
- 10.4 School staff to discuss case at the Trust's Inclusion Solution Panel – dates in calendar.

11. Suspensions

- 11.1 The school will use Fixed Term Suspensions when student behaviour seriously compromises health and safety within the school. Fixed Term Suspensions will also be used when the good order of the Trust is threatened and/or student behaviour could potentially damage the reputation of the Trust.
- 11.2 The Headteacher may suspend for the following reasons:
- Persistent or serious breaches of health and safety rules.
 - Refusal to engage with Internal Intervention.
 - Possession of drugs and/or alcohol related offences.
 - Persistent or serious wilful damage to property.
 - Persistent or serious bullying.
 - Sexual misconduct (including up skirting which will be considered a serious and deliberate breach of the policy).
 - Child on child abuse.
 - Theft.
 - Making a serious false allegation against a member of staff.
 - Persistent or serious behaviour which calls into question the good name of the individual school or Trust.
 - Persistent defiance or disruption.
 - Assaults or fighting.
 - Other serious breaches of Trust rules.

All decisions to suspend are serious and only taken as a last resort.

- 11.3 The Department of Education (DfE) provides clear and detailed guidance in its document 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' (2023), these procedures are written to be used alongside this guidance.
- 11.4 The length of any suspension is at the Headteachers discretion, and the length of exclusions may increase, over time, to reflect the continuing failure of a student to adhere to the Trusts rules.
- 11.5 No student will receive greater than 45 days' suspension in any one academic year without being permanently excluded. Please note that a Headteacher also retains the right to permanently exclude a student even if they have not reached 45 days.
- 11.6 The trust is keen to ensure a balance is met, between the use of Fixed Term suspensions and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use Fixed Term Suspensions between 1-5 days for any single incident.
- 11.7 Whilst a suspension may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of unwanted behaviour has occurred. The headteacher will review all the documentation and reflections following any I4 or Significant Incident to ensure that any suspension is reasonable and proportionate.

12. Permanent Exclusion

- 12.1 The Trust expects its Special Schools to implement all exhaustive strategies before considering a permanent exclusion. However, the trust recognises that in extremely rare and exceptional circumstances, headteachers may need to consider a permanent exclusion.

- 12.2 All decisions made will be lawful, reasonable, fair, and in line with the DfE statutory guidance. Clear communication will be prioritised. Preventative measures and support for the student, including for their safeguarding and wellbeing needs, will always run parallel to the exclusion procedures. This policy also aims to secure a student's right to an education despite having been excluded, by ensuring that appropriate arrangements are in place.
- 12.3 Permanent exclusion is a consequence of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the headteacher must seek advice and guidance from the Executive Leadership Team.
- 12.4 A decision to exclude a student permanently should **only** be taken:
'In response to serious or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in school' – DfE
Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- 12.5 The Headteacher will make the judgement, in extremely rare and exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These circumstances might include:
- Serious actual physical assault against another student or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Possession of an illegal drug with intent to supply.
 - Carrying an offensive weapon.
 - Making a malicious serious false allegation against a member of staff.
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.
- 12.6 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the well-being of the Trust community.
- 12.7 The Headteacher may also permanently exclude a student for:
- Individual circumstances as described above; or
 - Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
 - Possession and/or use of an illegal drug or drug paraphernalia on school premises.
 - Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
 - Any serious incident which the school deems to be of an extremist nature.
 - An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.
- 12.8 Headteachers or delegated staff to discuss case at the Trust's Inclusion Solution Panel – dates in calendar, or with CEO/Executive Director of Education, before proceeding.

13. Suspensions and Exclusion review panels

- 13.1 All trust schools are supported and challenged by local governors. Their primary function is to ensure that leaders in the schools are held accountable, in general terms but also how we deal with behaviour.
- 13.2 In line with DfE Guidance '[Exclusion from maintained schools, Academies and pupil referral units in England](#)', a meeting of the governors must be convened by the Clerk when:
- a student has received over 15 days' exclusion in one term.
 - recommendation of permanent exclusion is made by the headteacher for a one-off incident, or due to persistent health and safety breaches.
 - it would result in the pupil missing a public examination or national curriculum test.
- 13.3 The governor panel will comprise of three members of the Local Governance Committee, or other voluntary members of the Trust's Governance structure where necessary, who can hear the case impartially. If any panel member has a connection with the student, knowledge of, or other connection to the incident that led to the exclusion which could represent a conflict of interest, which could affect their ability to act impartially, they should step down.
- 13.4 The Governors can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
- 13.5 The meeting must be convened within 15 school days of receiving notice of the suspension or permanent exclusion. If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.
- 13.6 The Clerk will circulate the paperwork for the governors meeting to all parties invited to attend at least 5 days in advance of the meeting.
- 13.7 The parent/carers has the right to attend the meeting, and/or make written representations. Equally students under CP or CIN or looked after, social workers must be informed and have the right to attend or make written representation. If a child is CLA, the Virtual School Headteacher must also be invited and/or make written representation. This should be submitted to the Clerk as soon as possible prior to the meeting. The parent/carers may bring a friend or a legal representative if they wish.
- 13.8 The Headteacher and a member of the Senior Leadership Team will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting, however they are only permitted to make representations to the panel with the panel's express permission.
- 13.9 Within one school day of the meeting, a letter will be sent detailing the decision of the Governors. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.
- 13.10 The parent/carers has 15 school days after the day on which notice in writing was given from the governors to appeal the decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

- 13.11 Where the governors decline to reinstate, they will draw the attention of parents/carers to relevant sources of free and impartial information on whether to and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

14.Independent Review Panel

- 14.1 The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the governors declining to reinstate following a permanent exclusion.
- 14.2 Parents/carers will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.
- 14.3 The legal time frame for an application to the Independent Review Panel is set out in the [DfE guidance](#).

15.Return from Suspension - Reintegration

- 15.1 Re-integration meetings are held between the headteacher, and/or a member of SLT, the student and the parent/carer when a student returns from a suspension. At the meeting, the student's behaviour will be discussed, and an individual's engagement plan will be reviewed. Targets from the plan will be shared with staff.
- 15.2 Parents are responsible for their child's behaviour, and it is important that they attend the meeting and explain how they intend to address their child's behaviour alongside the school's interventions.

16.Use of Reasonable Force and seclusion:

- 16.1 In some cases, it may be necessary for members of staff to use reasonable force, and all have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Please refer to the DfE guidance '[Use of Reasonable Force](#)' and '[Use of reasonable force and other restrictive interventions guidance](#)'
- 16.2 The Trust expects all Special Schools to follow the Care and Control Policy. It is the headteacher's responsibility to ensure that all staff are suitably trained in positive handling techniques sufficient to the level that is required to work with the needs of the students within their care.
- 16.3 The Trust expects all Special Schools to record and track the use of positive handling. Positive Handling data is reported to Local Governance Committees and Trustees.
- 16.4 Seclusion is deemed to be used in exceptional circumstances. Where seclusion is used, the Trust expect all schools to follow the Care and Control Policy robustly and track seclusion data, reporting this to Local Governance Committees and Trustees.

17.Use of Screening, Searching and Confiscation

- 17.1 The Trust pays due regard to [DfE guidance on Searching, Screening and Confiscation](#). In addition, school staff can seize any prohibited item found as a result of a search.

They can also confiscate any item, however found, which they consider may be used to cause disruption or be harmful or detrimental to other school users. These items include, but are not limited to the following:

- Knives or other weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Electronic equipment (including mobile phones and smart watches), jewellery.
- Chewing gum
- Energy drinks
- Other expensive items.

- 17.2 The Trust's general power to discipline, as set out in Section 91 of [The Education and Inspections Act 2006](#), enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- 17.3 Where a person conducting a search finds items that present any risk of harm (e.g. **alcohol, fireworks, cigarettes, vapes**) they will not be returned to students regardless of timing or circumstances. Where they find **weapons and knives and extreme pornography** or **controlled drugs**, these must be delivered to the police.
- 17.4 Where they find other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be a 'controlled drug', they should treat them as controlled drugs as outlined above.
- 17.5 Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.
- 17.6 **Inappropriate Jewellery** will be confiscated. The first time it is confiscated a student will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.
- 17.7 Where schools utilise screening equipment on entry of students to school. Please refer to the school's individual policy relating to screening where this is the case.

18. Anti-Bullying

- 18.1 All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- 18.2 Each School has its own Anti-Bullying Policy is available on the school websites.

19.CCTV

- 19.1 CCTV is in operation in school for safeguarding purposes and to maintain discipline and support the school in managing behaviour. The use of CCTV is outlined in the Trusts CCTV Policy.

20.Use of Electronic Devices

- 20.1 Students who bring mobile phones or mobile devices into school must hand them in to reception where they are kept in a personalised packet clearly labelled with the student's name on it. All packets are kept securely throughout the day, and students collect them at the end of the day to take home. Students found to be misusing this policy will have their device confiscated and it will be returned directly to their parents. Where this isn't possible, school will communicate with parents to outline they do not bring it into school.
- 20.2 If an electronic device has been used or suspected to have been used to record audio, video or take photos of staff/pupils (overtly or covertly) then under the Trust's general power to discipline, as set out Section 91 of [The Education and Inspections Act 2006](#) the item will be confiscated and parents contacted. If there is reason to believe that a criminal offence has occurred, the item will be handed to the police for further investigation.
- 20.3 Under the trust policy this is considered a serious breach and appropriate sanctions will be implemented.

21.Malicious Allegations

- 21.1 Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or a designated member of the Senior Leadership Team will meet with staff, parents and students involved to consider appropriate consequences.
- 21.2 Making false allegations is very serious and will be dealt with appropriate interventions under the direction of the headteacher.

22.Police Involvement

- 22.1 The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place.
- 22.2 In addition, the Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.
- 22.3 A pupil/student/family have the right to contact the police if they feel that a criminal offence has been committed.

23.Procedural Instruction Review

- 23.1 This Procedural Instruction will be reviewed in line with the Behaviour and Relationships (Special Phase) Policy it supports, every year.

- 23.2 As procedures are often subject to more frequent change, this Procedural Instruction will be updated to reflect any material changes to Attendance and Punctuality Procedures and will be re-presented to the Executive Leadership Team for approval at that time.

Appendices:

Appendix 1 – Lesson Structure

Appendix 2 – Climate for Learning – CLEAR

Appendix 3 – Pathway Rubrics

Appendix 4 -Recording Intervention Points

Appendix 5 - Regulate, Relate, Reason, and Reflect

Appendix 6 – Intervention Matrix

Appendix 7 – Significant Incident Debrief/Processes

Appendix 8 – Solution Meeting Proforma/Processes

Appendix 9 – Engagement Plan

Appendix 10 – Inclusion Solution Circle Paperwork

Appendix 11 – Reward Resources

